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ABSTRACT

This study was concerned with the need for and interest in both a preservice and graduate program for the training of teachers of pre- and early adolescents. The study also was concerned with identifying specific competencies for teachers in junior high or middle schools. Questionnaires were sent to middle and junior high school teachers and administrators in the University of Wisconsin-Oshkosh area. Responses to the questionnaire indicated majority agreement on the following needs: (1) There is a need for a preservice program designed specifically for the training of middle school teachers: (2) Students trained specifically for teaching in middle schools would be employable: (3) There is interest in a preservice program for the training of middle school teachers among middle school administrators: (4) Middle school teachers would enroll in a graduate program designed specifically for them: (5) There is a special need for a separate certification for the middle school teacher: and (6) Competencies needed for teaching in a middle school include ability to recognize and respond to the special needs of adolescents and teaching skills applicable to these students. (JD)

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A NEEDS ASSESSMENT FOR THE DEVELOPMENT OF A PROGRAM FOR THE TRAINING OF TEACHERS OF PRE-AND EARLY ADOLESCENTS

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Raymond Charles Schmelter

A Curriculum Development Project Funded by
the Faculty Development Program at the
University of Wisconsin-Oshkosh
1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Statement of the Problem

This study was concerned with the need for and interest in both a preservice (undergraduate) and an inservice (graduate) program for the training of teachers of pre-and early adolescents. The study also was concerned with identifying specific competencies needed for teaching in a middle/junior high school.

Background of the Problem

Regardless of motives of a school's establishment, the most modern facilities and materials and the best planned curriculum are of no avail unless the staff is prepared to work with transescents. Teachers do make the difference in any school. The better prepared the staff is to work with youngsters of this age, the greater likelihood that the middle/junior high school will be successful.

The great majority of those who teach in middle/junior high schools have not undergone a program of professional preparation intended specifically for teachers of those grades. Most of the teachers employed in middle/junior high schools have been prepared by departments of secondary education with a heavy emphasis upon subject area specialization or departments of elementary education, with a major stress upon grades K-6, in colleges and universities throughout the country.

Securing qualified and prepared teachers for middle/junior high school teaching has been more difficult than acquiring good teachers for elementary schools and high schools. The rapid growth of the middle school has pointed up a problem

of securing teachers to work with the pre-and early adolescent.

Brown and Howard (1972, p. 279) stated:

> Few teacher training institutions have had a program of teacher preparation designed especially for teachers of junior high or middle schools, a situation that has been aggravated by an apparent preference of prospective teachers for elementary school or high school teaching positions. It has been said that the junior high school has become a "school without teachers," "a training ground for teachers," and an "educational parking lot."

In a survey of 350 randomly selected principals from 7 states, Brown and Howard (1972, p. 283) found that the principals believed that it is time, and past time, that teachers for junior high and middle schools are prepared by means of a special program-one that is clearly distinct from any other. For too long the junior high and middle school teachers have had to endure a minimal program of preparation with the inevitable result that too much of their time is spent learning to teach children of this age after they are employed.

In discussing what the curriculum should include in the preparation of teachers for junior high and middle schools, the principals in the study by Brown and Howard (1972, p. 282) recommended:

(1) Courses that emphasize the development of an understanding of the social, personal, and family relationships of the pre-adolescent and early adolescent.

(2) Student teaching in a junior high or middle school.

(3) Psychology of the pre-adolescent and early adolescent.

(4) A course in tests and measurement.

(5) Training in classroom management and discipline.

(6) Course work in Human Growth and Development.

(7) Course work in guidance and counseling.

(8) Knowledge of drugs and drug abuse.

(9) Course work in theories of learning, training in audio-visual materials, techniques, and production, and training in teaching techniques and strategies.

(10) Preparation in skills in problem solving.

(11) Preparation with a broad concentration in the major teaching area with specific emphasis upon topics taught in junior high or middle schools.

(12) Course work in the history, philosophy and functions of the junior high school.

A program for the preparation of teachers for middle schools was developed at the University of Georgia (Compton, 1973, p. 214). This preparation program has four elements:

(1) Early opportunity to make realistic professional choices.

(2) Content field preparation in two fields of subject specialization.

(3) General education to include work in the humanities, social sciences, mathematics, science, and physical education.

(4) Professional preparation including a focus on the nature of the learner, communication skills, competencies in the development and use of instructional media, skills in diagnostic teaching strategies, and student teaching.

A study (Gatewood and Mills, 1973) surveyed the status and general characteristics of middle school teacher preparation programs in the 833 member institutions of the American Association of Colleges for Teacher Education. Of the 639 institutions responding, only 22.6 per cent reported a formal program for the pre-service preparation of middle school teachers. In the absence of formal preparation programs, middle school teachers receive training more appropriate for teaching at the high school level. What results in their classroom is quite

antithetical to the middle school's curricular and instructional goals. Clearly, middle school teacher preparation is teacher education's most neglected area.

In a study by George et al. (1975, p. 216) 19 states reported some level of activity occurring in the area of university based pre-service or other middle school teacher education programs. The extent of the involvement varied from offering a course or two at the graduate level, especially in those areas where certification does not exist, to fully functioning undergraduate programs preparing teachers for certification in some combination of grades 4 or 5 through 8 or 9.

An advisory committee to the Wisconsin State Superintendent for Teacher Certification and Licensure for the establishment of special certification for junior high school/middle school/intermediate school (JMI) teachers reported the following competencies that may be demonstrated through college course-work or through experience (Stoltenberg et al., 1976, p. 3):

(1) A knowledge and understanding of basic principles and procedures of teaching the transescent.

(2) Ability to recognize, understand, and respond to the physical, emotional, social, and intellectual development of transescent students and the effect of these factors on personal adjustment and learning.

(3) Ability to teach from a broadly based area of specialization which is related to curricular expectations designed for JMI schools.

(4) Ability to correlate instructional content, methodology, and teacher-student interaction patterns with a knowledge of the philosophical, historical, and organizational concepts reflecting the needs of the transescent student.

(5) Ability to demonstrate teaching skills applicable to transescent students; study and research skills, oral and written communication skills, critical thinking skills, and performance skills.

(6) Ability to counsel with individual students and groups of students.

(7) Ability to recognize, locate and utilize available human and material resources to facilitate learning.

(8) Ability to teach reading and to measure and evaluate reading achievement.

(9) Ability to recognize and use the services of specialists and implement their recommendations.

The advisory committee (Stoltenberg et al., 1976) listed the following suggestions which could serve as a basis for establishing and maintaining preparation programs for junior high/middle/intermediate school teachers:

(1) Curriculum planning for teacher education should be a cooperative effort of JMI teachers, administrators, professors of education, and subject area specialists. Teacher preparation institutions should establish a preparation sequence for JMI teachers which includes a broadly based curricular area of preparation and courses focusing on guiding the intellectual, personal, and social growth of the transescent.

(2) A program of field experiences based on participation in a variety of schools should be required prior to student teaching. The clinical experience should be at the JMI level with a full semester experience (student teaching or internship) at full credit. This major experience should include contact with more than one age group.

(3) Teacher preparation institutions should attempt different strategies within their own instructional program to develop the competencies necessary for JMI teachers.

(4) Teacher preparation institutions should develop appropriate techniques for evaluating the attainment of the specified competencies. These measurements should be a joint effort of all those involved in the particular experience.

(5) Teacher preparation institutions should initiate sequential training patterns through graduate work. The establishment of a graduate program is proposed to reinforce specialized competencies for JMI teachers.

Middle/Junior High School Teacher Certification

In 1968, stimulated by an apparent lack of special middle school teacher certification, Pumerantz (1969, p. 102) surveyed the 50 state departments of education to determine the extent to which special middle school teacher certification requirements had been established. This survey revealed that only two states, Nebraska and Kentucky, had official middle school certification requirements. At that time 9 other states, including Wisconsin, were in the process of planning a new set of specific requirements for certification at this level. Pumerantz concluded that there was no groundswell to revise teacher certification to accommodate the middle school (39 states anticipated no change in certification). He surmised that overlapping certificates (K-8 and 7-12) and the permissiveness of some states had enabled school systems to staff middle schools in the absence of a special teaching certificate.

In 1975, George et al. (1975, p. 213) surveyed the 50 state departments of education relative to the certification requirements for middle school teaching. Eight states reported a teacher's certificate specifically for the middle school: Colorado, Florida, Indiana, Kentucky, Nebraska, North Carolina, Minnesota, and West Virginia. Each of these states provides exceptions which make it possible to teach in the

middle school with either an elementary or secondary certificate. In these states, therefore, middle school certification is now possible, but not really mandatory.

Certification standards for teaching in the middle/ junior high school in the state of Wisconsin (Wisconsin Certification Standards, 1977) include:

MIDDLE SCHOOL

> Certification standards have not yet been established for middle school personnel, but the Certification Office is currently operating under the policy which enables teachers certified at either the elementary (grades 4, 5, 6, 7 or 8) or secondary level to be assigned to a middle school. Although no additional licensure can be required for fully certified elementary or secondary school teachers serving in a middle school at this time, certain conditions must be met.
>
> First, any teacher certified to teach in grades 4, 5, 6, 7, or 8 may teach in a middle school.
>
> Also a person certified to teach at the secondary school level is permitted to teach in grades 4 through 8 in a departmentalized elementary or middle school. However, teachers may teach only those subjects for which they are fully certified on their secondary credentials. The department of Public Instruction recommends that teachers prepared for secondary school teaching complete the following two courses: (1) teaching methods for the subject(s) to be taught at the elementary school level and (2) reading methods.

JUNIOR HIGH SCHOOL

> Secondary licenses limited to junior high grades (7-9) may be issued to persons who are recommended by the preparing institutions as having completed junior high school teacher education programs.
>
> Persons certified to teach the upper elementary grades may teach at the 7th and 8th grade levels in the junior high school and in a certified area of specialization in grade 9. Persons prepared for the secondary level are permitted to teach their certified fields in grades 7-9.

The Stoltenberg committee (1976, p. 5) recommended that the basic preparation program for junior high/ middle/ intermediate school teacher certification shall include requirements in the following categories: (1) general education, (2) professional education, (3) areas of concentration, (4) clinical work, and (5) a graduate residency.

This committee made the following recommendation in regard to the area of concentration certification (Stoltenberg et al., 1976, p. 6):

> Three separate approaches to JMI certification are possible for prospective teachers. The first would be a broad fields certificate in one of language arts, social studies, science, or mathematics. The 30-40 percent within the area of concentration would be within one subject area for this broad fields certificate. The second certification track would include a dual area certificate. This would include an dual emphasis in two of the four areas listed or in one of these areas along with a specialty area. The third certification pattern is the specialty area certificate. These areas would include home economics, industrial arts, agriculture, art, music, physical education and foreign language. The JMI certificate in the special areas would be granted upon completion of the coursework in the field as deemed appropriate by the teacher preparation institution.

Organization of the Study

The investigation consisted of three phases. Phase 1 included (a) a search of the literature relative to the pre-service requirements in the preparation of teachers for today's middle schools, (b) a search of the literature on graduate programs specifically designed for the improvement of instruction in today's middle schools, (c) a search of the literature on certification standards for teachers of today's middle

schools, and (d) the development of questionnaires to be used in the sampling of middle school administrators and middle school teachers in terms of need and interest in both pre-service and inservice dimensions of improvement of instruction in today's middle schools. Phase 2 included the sampling of middle school administrators and middle school teachers of the University of Wisconsin-Oshkosh service area. Phase 3 included the summarization of the results of the questionnaires.

Significance of the Study

It was expected that the results of the study would:

(1) Provide the College of Education and Human Services with recommendations for the development of both undergraduate and graduate programs for the education of middle/junior high school teachers.

(2) Provide the investigator with new knowledge which would help him in the preparation of better middle/junior high school teachers for the pupils in our schools.

(3) Provide the Wisconsin Department of Public Instruction with information which may be valuable in terms of certification standards for middle/junior high school teachers.

Questionnaire Design and Selection of Participants

Consideration was given here to the development of questionnaires that could be sent through the mail. The chief advantage of the mail quesionnaire was cheapness. Since it does not require a trained staff of field workers, virtually all that it required was the cost of the planning, printing or duplicating expenses, sampling, addressing, mailing, and providing stamped, self-addressed envelopes for the returns.

Another advantage of the mail questionnaires was that a much larger sample could be covered and that the sampling was more accurate, since an envelope was addressed to a particular individual.

By far the largest disadvantage of mail questionnaires, however, is the fact that they usually produce very poor response rates. For respondents who have no special interest in the subject matter of the questionnaire, figures of 40 per cent to 60 per cent are typical; even in studies of interested groups, 80 per cent is seldom exceeded (Oppenheim, 1966, p. 34). The problem of response rate was not overcome entirely, but it was partly enhanced by sending out a suitably worded reminder.

Questionnaires were designed to be sent to middle/junior high school teachers and administrators in the University of Wisconsin-Oshkosh service area. The questionnaires were designed to answer the following questions:

(1) Are the University of Wisconsin-Oshkosh present practices in the training of teachers for the middle schools adequate?

(2) Is there a need for a pre-service (undergraduate) program designed specifically for the training of middle school teachers?

(3) Would University of Wisconsin-Oshkosh students be employable if trained specifically for teaching in middle schools?

(4) Is there an interest in a pre-service (undergraduate) program for the training of middle school teachers?

(5) Is there a need for an inservice (graduate) program for the training of middle school teachers?

(6) Would middle school teachers enroll in a graduate program designed specifically for them?

(7) Is there a special need for a separate certification for the middle/junior high school teacher?

(8) What are the specific competencies needed for teachers in a middle school?

The questionnaire and cover letter sent to administrators can be found in appendix A. The questionnaire and cover letter sent to teachers can be found in appendix B. A copy of the follow-up letter sent to non-respondents can be found in appendix C.

Most of the questions on the questionnaires were of the closed variety. The respondent was offered a choice of alternative replies. The closed question was used because this type is easier and quicker to answer; requires little writing; and quantification is straightforward. One of the questions forced the respondents to rank order a list with regard to some common aspects. This was limited to 5 items because there are practical limitations to the number of rankings most people can be expected to carry out.

Fifty administrators were randomly selected from 69 school districts in the University of Wisconsin-Oshkosh service area. The 69 school districts were those in the Cooperative Educational Service Agencies (CESA) 8, 9, 10, and 13. A list of 165 administrators including district administrators, middle

school principals, junior high school principals, directors of personnel, and in those without a middle/junior high school, the elementary school principal was made from the Wisconsin Public School Directory (1979-80) published by the Wisconsin Department of Public Instruction. A table of random numbers was used to select the participants. The final list included 10 district administrators, 11 junior high school principals, 8 middle school principals, 10 elementary school principals, and 2 directors of personnel.

One hundred forty-one teachers from the Cooperative Educational Service Agencies (CESA) 8, 9, 10, and 13 were randomly selected by computer from a list of teachers in Wisconsin obtained from the Wisconsin Department of Public Instruction. Only those persons teaching in grades 5 through 8 were included in the sample.

The questionnaires were mailed on April 22, 1980 with a return date of May 6, 1980. A follow-up letter and another questionnaire was sent to those who had not responded by May 8, 1980.

Forty-six of the questionnaires sent to administrators were returned. This was a 92 percent return. One hundred twenty-five of the questionnaires sent to teachers were returned. Of these, 30 were returned after sending out the follow-up letter. This was an 89 percent return.

Analysis of the Data: Administrators

Of those administrators returning the questionnaire there were 15 district administrators, 10 elementary school principals, 8 middle school principals, 11 junior high school principals, and 2 directors of personnel. Eleven of the administrators were from school districts with a 6-3-3 (elementary school-junior high school-high school) organizational pattern, 11 from districts with a 5-3-4 (elementary school-middle school- high school) organizational pattern, 8 from an 8-4 (elementary school-high school) organizational pattern, 6 from a 6-2-4 (elementary school-middle school-high school) organizational pattern and 10 were listed under the other categories. The "other" categories included the following plans: 6-6, 3-3-3-3, 3-5-4, 4-4-4, 5-4-3, 7-5, and a 6-2-2-2 plan.

Thirty-one of the respondents indicated that they would hire a person trained specifically to teach in a middle/ junior high school if a position became available in their school district. Two indicated they would hire a secondary education major, and 13 indicated they would hire an elementary education major.

Forty of the respondents believed that the University of Wisconsin-Oshkosh should have a special graduate program for teachers employed in middle and junior high schools. Six respondents indicated that there is no need for such a graduate program.

The respondents rank ordered five areas that were felt

should have increased emphasis in regard to the undergraduate preparation of teachers for middle/junior high school. The mean rank orderings are shown in Table 1.

Table 1
Rank Order for Areas of Increased Emphasis in the Training of Teachers for Middle/Junior High Schools (Administrators)

Area of Emphasis	Mean Ranking
Teaching Methods and Materials for the Middle/Junior High School	2.00
Early Adolescent and Pre-Adolescent Psychology	2.06
Subject Matter Methods and Materials for the Middle/ Junior High School	2.80
Middle/Junior High School Curriculum	3.59
Philosophy and History of the Middle/ Junior High School	4.58

Forty-two of the administrators indicated that the prospective middle/junior high school teacher should complete a special undergraduate program, including student teaching at the middle/ junior high school level before a teaching assignment at that level. Four persons indicated the special undergraduate program was not necessary.

Thirty of the administrators felt there should be a separate certification for the middle/ junior high school teacher, while 16 indicated there was no need for the special certification.

Analysis of the Data: Teachers

Of those teachers who returned the questionnaire there were 85 with bachelor's degrees, 38 with master's degrees, and 2

with specialists degrees. Eighty of the respondents indicated their undergraduate program was elementary education, 32 graduated in secondary education, 7 were in a K-12 certification program and 6 graduated from a middle/junior high school program.

Sixty-three of the respondents indicated they are certified 1-8, 5 certified 1-6, 4 certified 3-8, 9 certified 4-8, 8 certified K-12, 3 certified middle/junior high school, and 33 indicated they are certified at the secondary level.

One hundred of the teachers surveyed said that they had never taken a course which emphasized primarily the middle/ junior high school. Twenty-five indicated that they had taken such a course. The courses that were taken by the respondents were: The Junior High School, Adolescent Psychology, Adolescent Literature, Math in Junior High, Geometry in Junior High, Guidance in Elementary and Junior High, and Career Education for the Junior High Student.

Of the 125 respondents 33 indicated they taught 6th grade in a self-contained classroom, 13 taught science, 11 taught English, 11 taught math, 6 taught social studies, 4 taught science/ mathematics, 4 taught English/social studies, 4 taught social studies/English/reading, 4 taught physical education, and 4 were guidance counselors. The other persons taught such subjects as music, industrial education, home economics, and Spanish.

The mean years taught by the respondents was 14.5. Thirty of the teachers indicated the grade organization in their school was 7-8, 25 indicated a 6-8 organizational pattern, 21 indicated

a 1-6 pattern, 15 a 7-9 pattern, 14 a 1-8 pattern, 6 a 5-8 pattern, 6 a 4-8 pattern, 4 a 1-12 pattern, 2 a 6-9 pattern, 1 a 3-8 pattern, and 1 a 9-12 organizational pattern.

Seventy-two of the teachers indicated they did their student teaching at the elementary school level, 19 indicated they student taught at the middle school level, 15 at the high school level, 9 at both the elementary and middle school levels, 4 at both the middle and high school levels, 4 at all three levels, and 2 indicated they did their student teaching at both the high school and elementary school levels.

Fifty-nine of the teachers responding indicated they planned to teach at the elementary school level after graduation from their teacher training program. Thirty-five indicated they planned to teach at the middle/junior high school level, 30 indicated they planned to teach in a high school, and 1 indicated he planned to teach at all three levels.

When asked if they would transfer to an elementary school or to a high school, 46 answered in the affirmative. Seventy-nine indicated they would prefer teaching at their present level. Seventy-nine of the respondents indicated that their teacher training program adequately prepared them for their present teaching assignment, whereas 46 indicated it had not.

Sixty-three of the respondents indicated that they would enroll in a special undergraduate program designed specifically for middle/junior high school teachers if they were to enter a teacher training program today, 32 indicated that they would enroll in an elementary education program, and 27 indicated they

would enroll in a secondary education program. Sixty-nine of the respondents would elect to add a middle/junior high school option to an elementary or secondary program if it required 9 to 15 hours above the present requirements and some student teaching at the middle/junior high school level. Fifty-three indicated they would not and 3 were undecided.

Fifty-eight of the respondents indicated that they would enroll in a graduate program designed specifically for middle/junior high school teachers if they were to enroll today. Seventeen indicated they would enroll in an elementary education graduate program, 15 in a secondary education graduate program, 11 in a program in educational administration, 4 in a graduate reading program, 2 in guidance and counseling, 2 in environmental education and 8 were undecided. The remaining individuals were interested in graduate programs such as music, media, special education, computer science, and library science.

The respondents rank ordered five areas that were felt should have increased emphasis in regard to the undergraduate preparation of teachers for the middle/junior high school. The mean rank orderings are shown in Table 2.

Table 2
Rank Order for Areas of Increased Emphasis in the Training of Teachers for Middle/Junior High Schools (Teachers)

Area of Emphasis	Mean Ranking
Teaching Methods and Materials for the Middle/Junior High School	1.97
Subject Matter Methods and Materials for the Middle/Junior High School	2.43
Early Adolescent and Pre-Adolescent Psychology	2.64
Middle/Junior High School Curriculum	3.46
Philosophy and History of the Middle/Junior High School	4.50

The correlation between the rank orders for areas of increased emphasis in the training of teachers for middle/junior high school was determined by using Spearman's rank order coefficient.

$$= 1 - \frac{6 \quad d}{N(N \quad -1)}$$

$$= 1 - \frac{6(.0009)}{5(\ 5\ -1)}$$

$$= 1 - \frac{.0054}{120}$$

$$= +.999955$$

This correlation coefficient is able to provide a measure of the mutuality of relationship between two variables. A correlation coefficient of +1 indicates complete agreement whereas a correlation coefficient of -1 indicates complete disagreemant.

Ninety-five of the teachers who returned the questionnaire indicated that the prospective middle/junior high school teacher should complete a special undergraduate program, including student teaching at the middle/junior high school level before a teaching assignment at that level. Thirty persons indicated the special undergraduate program was not necessary.

Sixty-seven of the teachers indicated there was no special need for a separate certification for the middle/junior high school teacher, while 57 indicated there was a special need for the special certification, and 1 person was undecided.

Summary

This study was concerned with the need for and interest in both a preservice (undergraduate) and an inservice (graduate) program for the training of teachers of pre-and early adolescents. The study was also concerned with identifying specific competencies needed for teaching in a middle/junior high school.

Questionnaires were designed and sent to middle/junior high school teachers and administrators in the University of Wisconsin-Oshkosh service area. The questionnaires were designed to answer the following questions:

1. Are the University of Wisconsin-Oshkosh present practices in the training of teachers for the middle schools adequate?
2. Is there a need for a preservice (undergraduate) program designed specifically for the training of middle school teachers?
3. Would University of Wisconsin-Oshkosh students be employable if trained specifically for teaching in middle schools?
4. Is there interest in a preservice (undergraduate) program for the training of middle school teachers?
5. Is there a need for an inservice (graduate) program for the training of middle school teachers?
6. Would middle school teachers enroll in a graduate program designed specifically for them?
7. Is there a special need for a separate certification for the middle/junior high school teacher?
8. What are the specific competencies needed for teaching in a middle school?

Results

The questions of the study were tested in several ways. The summary of results is organized in terms of the questions of the study.

Question Number One

Are the University of Wisconsin-Oshkosh present practices in the training of teachers for the middle schools adequate?

The University of Wisconsin-Oshkosh does not now have a program designed specifically for middle/junior high school teacher certification. A student graduating from the University of Wisconsin-Oshkosh may be certified to teach in a middle/junior high school in one of the following ways:

1. Basic elementary education certification programs are early childhood (N-grade 3) and elementary (grades 1-6). Either basic program can be extended to include other grades by taking additional courses and student teaching.

2. Most programs in secondary education (including the junior high school curriculum) lead to certification for teaching in grades 7-12, but programs such as art, communicative disorders, foreign language, library science, music, and physical education provide a broader certification of K-12.

Forty-two of the administrators surveyed indicated that the prospective middle/junior high school teacher should complete a special undergraduate program including student teaching at the middle/junior high school before a teaching assignment at that level. Four persons indicated the special undergraduate program was not necessary.

Ninety-five of the teachers who returned the questionnaire indicated that the prospective middle/junior high school teacher should complete a special undergraduate program including

student teaching at the middle/junior high school level before a teaching assignment at that level. Thirty persons indicated the special undergraduate program was not necessary.

One hundred of the teachers surveyed said that they had never taken a course which emphasized primarily the middle/junior high school. Only 25 indicated that they had taken such a course. Twenty-nine per cent of the teachers who responded student taught at the middle/junior high school level.

Even though 79 of the teachers who responded indicated that their teacher training program adequately prepared them for their present teaching assignment, 46 indicated it had not.

The answer to question one is no.

Question Number Two

Is there a need for a preservice (undergraduate) program designed specifically for the training of middle school teachers?

The better prepared a teacher is to work with the transescent, the greater likelihood that the middle/junior high school will be successful. In a study by Brown and Howard (1972, p. 283) it was found that principals believed that teachers for junior high and middle schools should be prepared by means of a special program-one that is clearly distinct from any other.

The administrators and teachers surveyed in this study indicated that the prospective middle/junior high school teacher should complete a special undergraduate program, including student teaching at the middle/junior high school level.

The answer to question two is yes.

Question Number Three

Would University of Wisconsin-Oshkosh students be employable if trained specifically for teaching in middle schools?

Thirty-one of the administrators surveyed indicated that they would hire a person trained specifically to teach in a middle/junior high school if a position became available in their school. Two indicated that they would hire a secondary education major and 13 indicated that they would hire an elementary education major.

The answer to question three is yes.

Question Number Four

Is there interest in a preservice (undergraduate) program for the training of middle school teachers?

Sixty-three of the teachers responding indicated that they would enroll in a special undergraduate program designed specifically for middle/junior high school teachers if they were to enter a teacher training program today, 32 indicated they would enroll in an elementary education program, and 27 indicated that they would enroll in a secondary education program. Sixty-nine of the respondents would elect to add a middle/junior high school option to an elementary or secondary program if it required 9 to 15 hours above present requirements and some student teaching at the middle/junior high school level. Fifty-three indicated they would not and 3 were undecided.

The answer to question four is yes.

Question Number Five

Is there a need for an inservice (graduate) program for the training of middle school teachers?

Forty of the administrators who responded indicated that there is a need for a special graduate program for teachers employed in middle and junior high schools. Six respondents indicated that there is no need for such a graduate program.

The answer to question five is yes.

Question Number Six

Would middle school teachers enroll in a graduate program designed specifically for them?

Fifty-eight of the teachers who responded indicated that they would enroll in a graduate program designed specifically for middle/junior high school teachers if they would enroll today. Seventeen indicated they would enroll in an elementary education graduate program, 15 in a secondary education graduate program, 11 in a program in educational administration, 4 in a graduate reading program, 2 in guidance and counseling, 2 in environmental education, and 8 were undecided. The remaining individuals were interested in graduate programs such as music, media, special education, computer science, and library science.

The answer to question six is yes.

Question Number Seven

Is there a special need for a separate certification for the middle/junior high school teacher?

Thirty of the administrators felt there should be a separate certification for the middle/junior high school teacher, while 16 indicated there was no need for the special certification.

Sixty-seven of the teachers indicated there was no special need for a separate certification for the middle/junior high school teacher, while 57 indicated there was a special need for the special certification, and 1 person was undecided.

The answer to question seven is yes.

Question Number Eight

What are the specific competencies needed for teaching in a middle school?

The teachers and administrators indicated that the area that needed increased emphasis in the training of teachers for middle/junior high schools was teaching methods and materials for the middle/junior high school. They also felt that early adolescent/pre-adolescent psychology and subject matter methods and materials for middle/junior high school should be included in the curriculum for the training of teachers of pre-and early adolescents.

The competencies needed for teaching the pre-and early adolescent most often noted in the literature were the following:

1. Ability to recognize, understand, and respond to the physical, emotional, social, and intellectual development of transescent students and the effect of these factors on personal adjustment and learning.

2. A knowledge and understanding of basic principles and procedures of teaching the transescent.

3. Ability to demonstrate teaching skills applicable to transescent students.

4. Ability to organize curriculum plans and opportunities appropriate to the middle school.

5. Ability to teach students techniques of problem solving.

6. Ability to counsel individual students, promoting self direction through indirect guidance.

7. Ability to utilize both human resources and material resources to facilitate learning.

8. Ability to work in cooperation with other teachers, specialists, paraprofessionals, and resource persons.

Conclusions and Recommendations

The rapid growth of the middle school organization has served to spotlight the long standing issue of professional preparation for the middle school grades. Middle schools will achieve their promise only as their teachers change; however, teachers will change only as they receive a much different form of professional preservice training at the university level than have most teachers in the past.

It was found in this study that there should be a unique program of study for the prospective middle/junior high school teacher. The College of Education and Human Services at the University of Wisconsin-Oshkosh should establish a preparation sequence for middle/junior high school teachers which includes a broadly based curricular area of preparation and courses focusing on guiding the intellectual, personal, and social growth of the transescent.

The investigator agrees with the Stoltenberg committee (Stoltenberg et al., 1976, p.4) that in the preparation sequence

for middle/junior high school teachers a program of field experiences based on participation in a variety of schools should be required prior to student teaching. The clinical experience should be at the junior high school/middle school/ intermediate school level with a full semester experience (student teaching or internship) at full credit. This major experience should include contact with more than one age group.

The University of Wisconsin-Oshkosh College of Education and Human Services presently recommends that those persons in elementary education (N-grade 3) or (grades 1-6) may extend their certification to include other grades by taking additional courses and student teaching at that level. The investigator recommends that this practice be continued even though a special program is recommended for JMI teachers. The additional work for certification for JMI teaching shall include (1) major academic preparation (a minor or area of concentration), (2) middle school methods, (3) early adolescent and pre-adolescent psychology, and (4) additional student teaching.

Most programs in secondary education at the University of Wisconsin-Oshkosh lead to certification for teaching in grades 7-12, but programs such as art, communicative disorders, foreign language, library science, music, and physical education provide a broader certification of K-12. The investigator recommends that this certification of secondary education majors (7-12) and special programs (K-12) be continued only if additional work dealing with JMI schools is required. This additional work

shall include (1) middle school methods, (2) early adolescent and pre-adolescent psychology, (3) curriculum and instruction for emerging adolescents, and (4) student teaching at the JMI level.

It is therefore recommended that a unique program leading to special certification be established for JMI teachers. Present practices of recommending certification for elementary and secondary education graduates and broader certification (K-12) graduates to teach at the JMI level should be continued only if these students are required to take additional course work and student teaching at the JMI level.

It is also recommended that the College of Education and Human Services at the University of Wisconsin-Oshkosh initiate a graduate program for JMI teachers. This graduate program is proposed to reinforce specialized competencies for JMI teachers. This graduate program could be encompassed under the Master of Science in Teaching (Elementary Education).

COLLEGE OF EDUCATION
ELEMENTARY EDUCATION PROGRAM CLUSTER
(414) 424-2477 UNIVERSITY OF WISCONSIN–OSHKOSH, OSHKOSH, WISCONSIN 54901

April 22, 1980

Dear Administrator,

We need your help. Your name has been selected to participate in a study entitled "A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents." It is hoped that the results of this study will give us information relative to the need for both undergraduate and graduate programs for the preservice and inservice training of teachers of pre and early adolescents.

Since situations may differ greatly, and since we wish the results of the study to be as accurate as possible, we cannot overemphasize the importance of returning your completed questionnaire. Please complete the form and return it in the enclosed stamped envelope.

A Note on Confidentiality

A vital concern is the importance of confidentiality in research. You will notice a code number on your questionnaire. This code number will only be used to facilitate our follow-up technique and to prevent you from receiving bothersome reminder letters. At no time will questionnaires be identified by respondent.

We appreciate your time and cooperation and look forward to receiving your completed questionnaire by May 6, 1980.

Sincerely,

Dr. Raymond C. Schmelter

Dr. Raymond C. Schmelter

RCS:ga
Enc.

An Equal Opportunity/Affirmative Action Institution

Project Title: A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents

Please complete and return to: Dr. Raymond C. Schmelter
University of Wisconsin-Oshkosh
Oshkosh, Wisconsin 54901

Please check the appropriate response to each item below:

1. Title of your position:

____ district administrator
____ elementary school principal
____ middle school principal
____ junior high school principal
____ director of personnel
____ other (specify) _____

2. What is the grade organization in your school district?

____ 6-3-3 (e.g., elementary school-junior high school-high school)
____ 5-3-4
____ 8-4
____ 6-2-4
____ other (specify) _____

3. If you were to hire a new teacher for a middle school position which one of the following would you select (all other things being equal)?

____ an elementary education major
____ a secondary education major
____ a person trained specifically to teach in a middle-junior high school

4. The University of Wisconsin-Oshkosh should have a special graduate program for teachers employed in middle and junior high schools.

____ Yes ____ No

5. Regarding the undergraduate preparation for the middle/junior high school teacher, on what would you recommend increased emphasis? Rank the following using a ranking 1 through 5, with 1 as highest in importance and 5 as lowest in importance.

____ Teaching Methods and Materials for the Middle/Junior High School
____ Early Adolescent and Pre-Adolescent Psychology
____ Philosophy and History of the Middle/Junior High School
____ Subject Matter Methods and Materials for the Middle/Junior High School
____ Middle/Junior High School Curriculum

6. Do you feel the prospective middle/junior high school teacher should complete a special undergraduate program, including courses such as those listed in question 5, and student teaching at the middle/junior high school level before a teaching assignment at that level?

____ Yes ____ No

7. Do you feel that there should be a separate certification for the middle/junior high school teacher based on the requirements described in question 6?

____ Yes ____ No

Free response: Please take the time to make any suggestions you think should be considered in the improvement of the preparation of teachers for the pre and early adolescent.

COLLEGE OF EDUCATION
ELEMENTARY EDUCATION PROGRAM CLUSTER
. (414) 424-2477 UNIVERSITY OF WISCONSIN—OSHKOSH, OSHKOSH, WISCONSIN 54901

April 22, 1980

Dear Teacher,

We need your help. Your name has been selected to participate in a study entitled "A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents." It is hoped that the results of this study will give us information relative to the need for both undergraduate and graduate programs for the preservice and inservice training of teachers of pre and early adolescents.

Since situations may differ greatly, and since we wish the results of the study to be as accurate as possible, we cannot overemphasize the importance of returning your completed questionnaire. Please complete the form and return it in the enclosed stamped envelope.

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Sincerely,

Dr. Raymond C. Schmelter

Dr. Raymond C. Schmelter

RCS:ga
Enc.

An Equal Opportunity/Affirmative Action Institution

Project Title: A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents

Please complete and return to: Dr. Raymond C. Schmelter
University of Wisconsin-Oshkosh
Oshkosh, Wisconsin 54901

Please check the appropriate response to each item below:

PART I

1. Current degree status: ___ Bachelor's Degree ____ Master's Degree
___ Specialist's Degree ____ Other (specify) _____

2. Undergraduate education program:
___ Secondary (Major _____ Minor _____)
___ Elementary (Minor _____)
___ Middle (Major _____ Minor _____)

3. Please check the basis for your certification:
___ Elementary (1-6)
___ Elementary (1-8)
___ Middle school/junior high school
___ Secondary
___ Other (specify) _____

4. Have you taken an education course which emphasized primarily the middle/junior high school? ___ Yes ___ No. If yes, please give the title of the course or courses.

5. What grade level or subject area are you presently teaching?

_____

6. How many years have you taught in the following:

____ number of years -- middle school teaching
____ number of years -- junior high teaching
____ number of years -- elementary school teaching
____ number of years -- high school teaching

7. What is the grade organization in the school in which you teach?

____ 5-8	____ 7-8	____ 7-9
____ 5-9	____ 1-6	____ other (specify)
____ 6-8	____ 1-8	_____

8. My student teaching was done at the:

____ elementary school level
____ high school level
____ middle/junior high school level

PART II

9. What grade level did you plan to teach after graduation from your teacher training program?

10. Would you transfer to a lower grade level in an elementary school or to a high school if the opportunity arose? ___ Yes ___ No

11. Do you feel your teacher training program adequately prepared you to teach at your present grade level? ___ Yes ___ No

12. If you were to enter a teacher training program (undergraduate) today, in what type of program would you enroll? ___ elementary
___ middle/junior high school ___ secondary

Would you elect to add a middle/junior high school option to an elementary or secondary program if it required 9 to 15 hours above present requirements and some student teaching at the middle/junior high school level? ___ Yes ___ No

13. If you were to enter a graduate program today, in what type program would you enroll?

___ elementary ___ middle/junior high school
___ secondary ___ other (specify) _____

14. Regarding the undergraduate preparation for the middle/junior high school teacher, on what would you recommend increased emphasis? Rank the following using a ranking 1 through 5, with 1 as highest in importance and 5 as lowest in importance.

___ Teaching Methods and Materials for the Middle/Junior High School
___ Early Adolescent and Pre-Adolescent Psychology
___ Philosophy and History of the Middle/Junior High School
___ Subject Matter Methods and Materials for the Middle/Junior High School
___ Middle/Junior High School Curriculum

15. Do you feel the prospective middle/junior high school teacher should complete a special undergraduate program, including courses such as those listed in question 14, and student teaching at the middle/junior high school level before a teaching assignment at that level? ___ Yes ___ No

16. Do you feel that there should be a separate certification for the middle/junior high school teacher based on the requirements described in question 15? ___ Yes ___ No

Free Response: Please take the time to make any suggestions you think should be considered in the improvement of the preparation of teachers for the pre and early adolescent.

COLLEGE OF EDUCATION
DEPARTMENT OF ELEMENTARY EDUCATION
(414) 424-2477 UNIVERSITY OF WISCONSIN–OSHKOSH, OSHKOSH, WISCONSIN 54901

May 8, 1980

Dear Teacher,

I have looked high and low, but I have not as yet received the questionnaire from you for a project entitled "A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents."

Enclosed find another copy of the questionnaire and a stamped self-addressed envelope to return the questionnaire. Please complete your questionnaire and return immediately. The research will only be as good as the number of responses received. Thank you for your time.

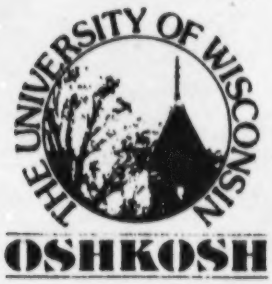
Sincerely,

Raymond C. Schmelter

Dr. Raymond C. Schmelter

RCS:ga
Enc.

The University of Wisconsin-Oshkosh is an equal opportunity employer.



May 9, 1980

Dear Administrator:

I have looked high and low, but I have not as yet received the questionnaire from you for a project entitled "A Needs Assessment for the Development of a Program for the Training of Teachers of Pre and Early Adolescents."

Enclosed find another copy of the questionnaire and a stamped self-addressed envelope to return the questionnaire. Please complete your questionnaire and return immediately. The research will only be as good as the number of responses received. Thank you for your time.

Sincerely,

Raymond C. Schmelter

Dr. Raymond C. Schmelter

RCS:ss
Enc.

ELEMENTARY-SECONDARY EDUCATION PROGRAM • COLLEGE OF EDUCATION AND HUMAN SERVICES
THE UNIVERSITY OF WISCONSIN OSHKOSH • OSHKOSH, WISCONSIN 54901 • (414) 424-2477

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